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ABSTRACT

Presented in this document is a developmental study undertaken to determine specifications for a teacher training program designed to change the behavior of teachers towards minority children. A review of literature concerned with the instruction of minority and/or educationally disadvantaged children and data collected from at least thirty elementary school teachers working with minority children are used to support this report's primary contention that teacher behavior towards students perceived as low status can be changed. Specifications dealt with in several stages of the developmental study include such variables as population, purposes, delivery system (emphasis on education vs. training), and needs. Findings presented indicate that the three most frequent categories of problems were: (1) negative attitudes toward school held by students; (2) teacher perceived attributes of students; and (3) human interaction problems. It is also stated in the findings that the teachers' most frequent suggested remedies were parental involvement and teacher training. In addition, a list of conclusions indicates that most of the teachers surveyed would be in favor of a course or workshop that would help them relate to children from minority groups. Features of such a program are described. A bibliography is included along with a sample of the questionnaire used in the study. (Author/EB)

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LOOKING AT TEACHER BEHAVIOR TOWARDS CHILDREN FROM MINORITY GROUPS

by
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FIRST PRACTICUM

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TABLE OF CONTENTS

CHAPTER I: INTRODUCTION 1

CHAPTER II: REVIEW OF LITERATURE 6

CHAPTER III: METHODOLOGY 17

CHAPTER IV: RESULTS 20

CHAPTER V: FINDINGS 34

CHAPTER VI: CONCLUSIONS 36

BIBLIOGRAPHY: 39

APPENDIX: 44

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CHAPTER I

INTRODUCTION

Background and Setting After having worked with children from minority groups for several years, the investigator has developed a number of concerns. Why are children, who at age four and five seem to be alert, verbal, curious and excited about learning, years later classified as dull, educable mentally handicapped, mentally handicapped, classes for children with retarded mental development, learning disabled, retarded and emotionally disturbed? Why are the children in the Title I reading program in Broward County two to four years behind in reading although, they too appear to be alert, curious and able to learn new skills? In one particular school 60% of the fifth grade population was at least two years behind in reading.* This school has a minority population of 97%. Is it possible that 60% of this population cannot master simple decoding? Decoding is a process that has been taught to pigeons. Is it not incomprehensible to think that we are able to reinforce pigeons so that they are able to visually discriminate and comprehend and fail to do the same with a vast number of children from minority groups?

*In this school the investigator served as a special reading teacher. There were four (4) fifth grade classes, and 2/3 of each class qualified for Title I Reading Services. In order to qualify a student has to score below the third month of the third grade or at the 22nd percentile.

This condition has led me to believe that an examination of teacher behavior toward children from minority groups is indicated because of my education, training and experience. Other factors could influence this problem, but I focus on the problem from this perspective based on what I bring to it.

PURPOSE The overall purpose of this practicum was to develop a set of specifications for a teacher training program based on data taken from the teacher population. It was anticipated that attaining this overall purpose would result in achieving the following related purposes.

1. To become familiar with a set of problems and issues associated with the area of Early Childhood Eduction.
2. To become more familiar with a set of methods and procedures with which one should be acquainted at the doctoral level.
3. To acquire a set of skills needed to carry out future research.

OBJECTIVES It should be noted that this is a 3 year longitudinal practicum. This strategy was selected because

the problem is complicated and requires an approach that is longitudinal and well sequenced. The objective of the first year was to develop data-based specifications for a teacher-training program designed to change the behavior of teachers towards minority children. In this process I acquired planning and rudimentary research skills. In the second year, given the above specifications, a training program will be developed and field tested on a limited number of teachers. These will require development and evaluative skills. In the third year, the plan is to use the program that has been developed in year two as an intervention in a small experimental research study.

ASSUMPTIONS In this practicum the following assumptions were made.

1. Most teachers would respond candidly to interview and survey questions.
2. There would be a varied range of responses.
3. There would be variation among teachers, however, they could be grouped and placed along continua.
4. Any teacher training program that emerged from a set of specifications would have more legitimacy if the specifications

were derived from the teachers rather than imposed.

5. It would be foolhearted to develop a training program for teachers unless problems and probable causes perceived by the teachers were understood.

OPERATIONAL DEFINITIONS. In the practicum the following terms were judged to be in need of definition.

minority group - a people whose values, behavior (culture) is inconsistent with that which is held by American middle-class persons.

developmental study - a limited study with limited objectives designed to facilitate the carrying out of a longer study.

content analysis - a form of qualitative analysis of data.

training - exposure to a specific process designed to change behavior.

perception - the product of selected collection and processing of data and information.

key person - a person identified in each school who was responsible for handing out and collecting the surveys.

education - culture or development of powers or formation of character as contrasted with the imparting of mere knowledge or skill.

CHAPTER II

REVIEW OF LITERATURE

The majority of literature I encountered prior to undertaking this practicum relative to the problem of the school to successfully educate Black and other minority groups is concerned with language and the cognitive dimensions of learning. My formal education and training contributed to my acquiring a belief system and a point of view that other phenomena such as affective and psycho-motor dimensions of learning were of little significance. However, after reading Beyond Compensatory Education (1973) by Nimnicht and Johnson the affective domain seemed of equal importance. The overriding question that guided this review of the literature is: How can one change teacher behavior towards students perceived by teachers as being of low status? In order to answer this question I posed the following two sub questions:

1. How does one get teachers to see all children as worthy:

2. What can be done to help beginning teachers who study well the myths embedded in standard writings, i.e. Disadvantaged Child by Staten Webster?

Ray Rist in a Harvard Educational Review article (1970) explored teacher behavior towards different groups of children and discovered this to be an important influence on student achievement. Clement and Johnson (1973) stated:

> Teachers and supervisors working in inner-city schools with large populations must be cognizant of the fact that teacher behavior is viewed in the light of long and profoundly disturbed history of race relations in this country. Suspicion of the motives of school personnel, accusations of prejudice etc. are not simply the reflection of agitation which may or may not exist in any given area. Teachers too share the prevailing racial attitudes of the larger society and it is to be expected that they bring the prejudice with them.(p.24)

In Teaching and Learning in City Schools, Leacock (1969) examines the premise that the teacher reflects the concomitant values of society in subtle ways and that teaching and learning in public schools is compounded by sterotyped attitudes towards low-income and minority children. In Annie Stein's article "Strategies for Failure" (1971) she concurs with Leacock and many others stating:

> The hypothesis that the poor achievement of Black and Puerto Rican children stems not from their homes, but from the poor opinion their teacher has of their home has been carefully researched most recently by Leacock, Rosenthal and Jacobson who follow the earlier work of Clark and others. The "self-fulfilling prophecy" effect of the teachers low opinion of the child has been in the literature for many years. It has, however had little effect on the mass of standard educational theory taught in the teachers' colleges and none on educational practice in the public schools. Even many Black and Puerto Rican teachers, trained by the system, fall prey to approved attitudes of comtempt for the child and his home. (p.162)

Leacock has explored the teacher-student relationship and its impact on student achievement. She specifically states that this behavior takes the following form:

> In describing many student-teacher interaction we have been trying to reveal the way a pervasive atmosphere, stemming from the very structure of our society, expressed in the organization of the school system and embodied in the teachers' assumptions about different groups of children, adversly affects the teacher-student relationship and the teaching function. Of the many ways that doubtless exist, we have explored three ways which make themselves sharply evident in our material.
>
> 1. degradation of children through negative evaluation of work.
>
> 2. negation of the children through failure to respect contributions offered from their experience; and
>
> 3. relating to children in ways that prepare them for subordinate social roles in which they are not expected to show initiative or take responsibility.

An interesting point relating to student-teacher interaction is made by Clement and Johnson who take the position that:

> It is difficult to imagine how a teacher who lacks basic knowledge about her students and is also uncomfortable with non-middle class styles could accurately diagnose a non-middle class child's intellectual and emotional strengths and weaknesses. Usually the child bears the total burden of accommodation. To the extent that the child is able and willing to adapt to middle-class patterns, he will receive positive reinforcement and favorable assessment from the teacher. (p.21)

Other investigations have also taken issue with the notion that the cognitive dimensions of learning is either dominant or well understood. For example Stein (1971) has raised the question as to:

> What tragic blindness or deep racism allow the social scientist to acknowledge the validity of the self-fulfilling prophecy and yet continue to give the teacher the good authority for the false prophecy of failure. (p.164)

Silberman (1970) states that literature has contribued much to why children fail, but very little to our understanding of why schools fail, or how they might be changed in order to make learning successful for children of minority backgrounds. Clement and Johnson (1973) describe what they believe the real problem to be:

> "Cultural deprivation" is a misperception of the real problem of minority-group children in this country. "Cultural deprivation" is the explanation that has been given for the outcomes of the minority groups childs' encounter with a mono-cultural education system that is hostile to him. The real problem for children outside the mainstream is not lack of, or inadequate stimulation in early childhood, but rather trying to cope with an institution which is based on somewhat different values, uses a somewhat different language, and has a negative opinion of their life style, their parents, their community, and themselves. The real problem for teachers lies not in providing watered-down work or in coping with children who seem hard to control, but rather in the difficult task of learning different communication motivation systems...learning to respond to unfamiliar

> perspectives and experiences instead of repressing them. The real problem for education planners and decision makers is not to devise remedial "help them to be like us" programs, but rather to broaden the educational institution so that it can adequately accommodate and respond to students from a variety of cultural backgrounds and life styles. (p.125)

It has been taken for granted Silberman (1970) goes on, that if children fail to learn, the fault must be with them rather than the school. In a somewhat dated, but still significant piece of work by Kenneth Clark (1965) he states:

> These children, by and large do not learn because they are not being taught effectively and they are not being taught because those who are charged with the responsibility of teaching them do not believe that they can learn, do not expect that they can learn, and do not act toward them in ways which help them to learn. (p.131)

Silberman agrees:

> A teachers' expectation can and quite literally affects students' performance. The teacher who assumes that her students cannot learn is likely to discover that she has a class of students who are indeed unable to learn; yet another teacher working with the same class but without the same expectation, may discover she has a class of interested learners. (p.83)

According to Estelle Fuchs (1969):

> Very early in a teaching career the new teacher is indoctrinated by a more experienced teacher in the belief, widely held that the children come from inferior backgrounds and that it is the deficits in their homes expressed here as being a lack of newspapers and parental care... which prevents educational achievement.

> That the teachers and the school as an institution also operate as agents to insure failure of children is never implied or understood as a possible cause. (p.181)

This view is reflected on in Goldman's Curriculum Guide (1978) where he summarizes the events of the 1960's as follows:

> The rationale for the curriculum in most Head Start type programs was based on (a) these children lack love at home... what they need is more love; (b) these children are non-verbal (and when they do speak, the language is not 'proper' English)... what they need is verbal bombardment from the teachers; (c) these children are 'culturally' deprived... what they need are field trips to such places as the zoo and bakery. You can predict what our curriculum was. Much time was spent by the children on the teachers' laps where discussion took place. These interactions, we felt, developed the child's language ability, self-concept, and at the same time satisfied the child's need for love and affection. A second major part of the curriculum consisted of field trips to enrich the lives of these 'disadvantaged' children. From the research completed during the period on the importance of parent-child interaction and the mandates of the federal government on the need for parental involvement, we had a parent involvement program. The third element of our curriculum, the parent program, consisted of the parents listening to lectures and receiving booklets on the 'correct' parenting techniques, the criteria for 'correct' was based on values of the middle class professionals and not on the needs, values, and problems of the parent. (In retrospect, I hope the parents ignored our advise!) (p.6)

In short, in the view of Stein:

> The close parallels with the plights of the Black man in America are inescapable. What then must we tell the teacher candidate? All the violent and racist lies about the Black man in America must be denied and forgotten. The role of the "honest" social scientist must begin the systematic study and exposure of the pathology, not of the ghetto, but of the oppressing society. The teacher, the principal, the board of education, the political forces that program the action, must be the subject of intensive search and remedy because it is there that the illness lies. (p.166)

In the course of my review of the literature several solutions have come to my attention. Clement and Johnson (1973) state:

> Undoubtedly, a milestone in the solution of these problems would be the rejection of the "cultural deprivation" perspective...a perspective which has served only to obscure and exacerbate the problems of minority children by sanctifying the mono-cultural, ethnocentric tendencies of most educational institutions in this country. (p.26)

Goldman (1978) presents an historical perspective which is consistent with many mentioned above. In discussing the rationale for the period, Goldman states several reasons why the early compensatory programs of the sixties had little impact upon children:

> 1. The rationale for our summer program was based on a racist and classist philosophy. (Classist is not in the dictionary. It means "persons who look at the poor as inferior or disadvantaged.") We ignored the strengths of our children and their parents and focused on their weaknesses.

2. We lacked a curriculum model which included a clear rationale and specified components.

3. We were naive in our feelings that six weeks of summer school could equal the six years of life experiences of the middle class child.

4. We had a single approach to parental involvement which did not match the needs, talents, and strengths of the parents. (p.7)

Fuch states that:

> The teacher who is perceptive and concerned with the problem of communication can be a guide to the developing youngster, interpreting for him the strange words, objects, and ideas previously unknown to him. If the teacher concerns herself with the problems of instruction, making certain that she and the children understand each other, children can learn providing their teacher learns to concentrate on the problem of communication and instruction without assigning negative judgements concerning learning ability and intelligence to children who do not, by reason of age and social group, share her particular section of the culture. (p.26)

Leacock says:

> The picture of a good teacher that emerges from the literature is one who uses different modes of student involvement appropriate to the various subject areas as she develops her curriculum content. She combines a measure of good, structured training in systematic thinking and problem solving and quite unstructured sessions which allow for the possibility of adventurous thinking of exploration of subjective experience. She is able to consciously shift from one style to another according to subject matter or in response to something that has been introduced by a child. (p.38)

Saranson (1971) is of the opinion that the way to truly help teachers depends greatly on the conditions:

> When an evaluation-free relationship is available...such as that we have tried to develop at the Yale Psycho Educational Clinic...a fair number of these young teachers are able to change and sometimes dramatically so." (p.171)

In a recent article by Pedersen, Faucher, and Eaton (1978) in the Harvard Educational Review titled "First Grade Teachers" the authors concluded that:

> The children of substantially similar backgrounds who were assigned to different teachers exhibited different levels of success. We believe that some teachers are more positive in their attitude towards children and are perhaps better teachers. If children are fortunate enough to begin their schooling career with an optimistic teacher who expects them to do well and who teaches them the basic skills necessary for future academic success, they are likely to perform better than those exposed to a teacher who conveys a discouraging self-defeating outlook. (p.11)

Ronald Edmonds author of "A Black Response" to Christopher Jenck's "Inequality and Certain Other Issues" (1974) stated:

> As an educational strategy compensatory education doesn't work because it does not make the school responsible for teaching in the ways children are prepared to learn. This conflict of teaching and learning style is a further manifestation of cultural autocracy that characterized the school response to children who don't behave as though they are affluent and white. A varied response to

> what children bring to school would necessitate understanding, appreciating, accepting, and responding to the variety of cultures pupils represent. No such varied response has occured, except in rare and fledging instances of minority control of public schooling. (p.45)

Pedersen, Faucher and Eaton (1978) state:

> We do not dispute the fact that regardless of teacher quality, children from privileged backgrounds are more likely to achieve high adult status than children from 'disadvantaged' backgrounds. But our research does show that the teacher can make the difference, not only to pupils' lives in schools but to their future as well. (p.30)

In summarizing the review of the literature Question 1: How can one get teachers to see all children as worthy appears to be an extremely complex question. Leacock, Clement, Johnson, and Stein feel that the teacher is just a mirror of the larger society and she is reflecting deep pervasive attitudes. Perhaps given this finding a more appropriate question would be what do others believe needs to be done in order to help teachers see all children as worthy. Stein believes the political forces that program the action must be the subject of intensive search rather than the children. Clement and Johnson state an initial solution would be the rejection of labels used to "obscure and exacerbate" the problems of minority children.

In Question 2: What can be done to help beginning teachers who incorporate the myths and mystiques embedded in standard writings. It seems that this question can best be handled through education. Readings from multi-diciplines such as anthropology, sociology, and psychology would enable the teacher to begin the process of breaking down his/her ethnocentric or elitist attitudes. The authors who contributed to this review of the literature made it very clear that the "be like us" programs produce failures. Exposing beginning teachers to the different perspectives would seem to be a key place to begin. From questions one and two, I have concluded that teacher behavior towards students perceived as low status can be changed. Teachers can be helped to see all children as worthy and teachers who have accepted myths in standard writings can be helped through a variety of approaches. The question then became one of discovering what ingredients were judged to be critical to a teacher training program that is viewed as legitimate by the teacher.

CHAPTER III

METHODOLOGY

The methodology consisted of carrying out two developmental studies. Developmental Study I was carried out in order to determine how teachers felt about receiving information that was supposed to help them work effectively with children from minority groups. In order to determine this I asked one question in a private interview and recorded the response. Developmental Study II was designed to see exactly what teachers perceived to be the most important problems they faced in relating with minority children and the probable causes of those problems as they saw them. The product of this developmental study is a set of specifications for training programs that would lead teachers to perceive those programs as meeting their needs.

Population In both developmental studies available samples of at least thirty* elementary classroom teachers were used. These teachers were selected from elementary school facilities serving pupil populations that are composed of at least 24% minority students**.

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* After thirty the pattern begins to repeat itself.

** The pupil enrollment in the Broward County School System was 23% minority in the Fall of 1977.

Instrumentation In Developmental Study I, each respondent was asked one question: "How would you feel if you were required to take a course, seminar, or workshop that would help you relate to children from minority groups?" The instrument used in Developmental Study II consisted, in part, of items reflecting high frequency responses to Developmental Study I question. Additionally, questions designed to elicit a set of teacher perceived needs were posed. See Appendix for the instrument used in Developmental Study II.

Data Collection Plan Prior to collection of the data in relation to both Developmental Studies, the potential respondents were provided with informed consent. In Developmental Study I, data collection took the form of an interview. Each interview was conducted in private and the responses were hand recorded. Each lasted approximately five minutes. In order to carry out Developmental Study II the investigator identified a key person in each of five available schools meeting the 24% criterion previously mentioned. These key persons were contacted by the investigator and asked to select twelve teachers (two from each grade level) to serve as respondents. The investigator

reviewed the directions for the administration of the questionnaire so that the five key persons were competently able to oversee the administration of the questionnaires. The key persons were instructed to ask the respondents to return their questionaires within one week. The investigator arranged to pick up the completed questionnaire from the key persons.

Data Analysis In Developmental Study I a content analysis of the results of the interview were carried out. With respect to Developmental Study II, two forms of analysis were used. Items generated by responses to Developmental Study I were tallied and converted to percentages. The remaining items were content analyzed.

Expectations It was expected that the results of Developmental Study II would serve as a basis for confirming or rejecting various beliefs to which reference has been made above. It was also expected that the results of the developmental study would provide the investigator with a set of data-based specification for a well designed teacher training program. These specifications were to include variables such as population, purposes, delivery system (emphasis education vs. training) and needs.

CHAPTER IV

RESULTS

Sub-study I

The sixty-two persons who responded to the one question interview provided ninety-seven various statements. These statements were content analyzed. The analysis produced four categories of response:

1. Yes
2. Conditional Yes
3. Neutral
4. No

Each of these categories is discussed below.

Yes. In this category there were two types of responses: "It is necessary and I would benefit from it" and "Yes". The former type included 18 or 18.6% of the elicited statements, while the latter type included 14 or 14.4% of the elicited statements. In this category of response there were 32 or 33% of the responses. For the actual statements grouped according to these two types see Table I.

TABLE I: YES BY TYPE AND NUMBER OF RESPONSE

TYPE	NUMBER OF RESPONSE
Yes	14
It is necessary and I would benefit from it.	18
TOTAL	32

Conditional Yes. In this category there were five types of responses. Those types by number of responses appear in Table 2.

TABLE 2: CONDITIONAL "YES" BY TYPE AND NUMBER OF RESPONSES

TYPE	NUMBER OF RESPONSES
More information necessary	1
Depends on the situation	4
Depends on the content	10
Depends on the instructor	7
Depends on time, money, cost and credit	8
TOTAL	30

The responses in this category accounted for 30.1% of all responses. Sixty-two or 64% of the responses, then, were coded as yes responses.

Wouldn't Object. The ten responses in this category were neither conditional nor strongly affirmative. These ten responses account for 10.3% of all the responses. The responses grouped in this and the previously discussed category are presented in Table 3.

TABLE 3: WOULDN'T OBJECT BY TYPE AND NUMBER OF RESPONSES

TYPE	NUMBER OF RESPONSES
More information necessary	1
Depends on the situation	4
Concerned about the content	10
Concerned about the instructor	3
Wouldn't object	10
Concerned about time, money, cost and credit	12
TOTAL	40

No. In this category there were eight types of responses. Those types by number of responses appear in Table 4.

TABLE 4: NO RESPONSE BY TYPE AND NUMBER OF RESPONSES

TYPE	NUMBER OF RESPONSES
Would require me to work with minority groups	1
Not necessary	1
No, if you like children certain things come naturally	1
No course is necessary, common sense is enough	5
Would bring down standards	1
I already have the experience and background	10
Don't want to be required	7
TOTAL	27

The responses in this category accounted for 27.8% of all responses. Further analyses of these data will be available upon request. To summarize this section thus far, roughly one-third of the responses fit into each of the three categories.

Sub-study II

Fifty-three or 88% of the questionnaires were returned. Thirty-eight or 71.7% of the respondents taught grades K-3. The remaining respondents were teachers of grades 4 and 5. Fifty-three percent of the respondent teachers taught less than ten years and 47% more than ten years. Approximately 70% of the responding population is white and 90% is female. Roughly 40% of the respondents have earned a Masters degree. These data were collected on section one of the instrument. For a further breakdown of the data see Tables 5 thru 14.

TABLE 5: NUMBER OF YEARS TEACHING BY GRADE TAUGHT

GRADE	LESS THAN 10 YEARS	MORE THAN 10 YEARS	TOTALS
K	6	4	10
1	7	4	11
2	5	4	9
3	5	3	8
4	6	2	8
5	2	5	7
TOTALS	31	22	53

TABLE 6: ETHNICITY BY GRADE TAUGHT

GRADE	BLACK	WHITE	SPAINISH	TOTALS
K	1	9	0	10
1	4	6	1	11
2	3	6	0	9
3	4	4	0	8
4	1	7	0	8
5	2	5	0	7
TOTALS	15	37	1	53

TABLE 7: GENDER BY GRADE TAUGHT

GRADE	M	F	TOTALS
K	0	10	10
1	0	11	11
2	1	8	9
3	2	6	8
4	1	7	8
5	2	5	7
TOTALS	6	47	53

TABLE 8: NUMBER OF YEARS TEACHING BY GENDER

	MORE THAN 10	LESS THAN 10	TOTALS
M	1	5	6
F	30	17	47
TOTALS	31	22	53

TABLE 9: ETHNICITY BY HIGHEST DEGREE AWARDED

	B	W	O	TOTALS
B.A.	9	23	1	33
M.A.	6	14	0	20
TOTALS	15	37	1	53

TABLE 10: NUMBER OF YEARS TEACHING BY DEGREE AWARDED

	MORE THAN 10	LESS THAN 10	TOTALS
B.A.	24	9	33
M.A.	7	13	20
TOTALS	31	22	53

TABLE 11: HIGHEST DEGREE BY GRADE TAUGHT

GRADE	B.A.	M.A.	TOTALS
K	8	2	10
1	7	4	11
2	4	5	9
3	6	2	8
4	6	2	8
5	2	5	7
TOTALS	33	20	53

TABLE 12: NUMBER OF YEARS TEACHING BY ETHNICITY

	MORE THAN 10	LESS THAN 10	TOTALS
B	4	11	25
W	26	11	37
S	1	0	1
TOTALS	31	22	53

TABLE 13: GENDER BY ETHNICITY

	M	F	TOTALS
B	3	12	15
W	3	34	37
S	0	1	1
TOTALS	6	47	53

TABLE 14: GENDER BY HIGHEST DEGREE AWARDED

	M	F	TOTALS
B.A.	1	32	33
M.A.	5	15	20
TOTALS	6	47	53

Section II of the instrument was designed to identify and quantify need. The response to question one and six indicates that about 1/3 of the teachers at both K-3 and 4-5 grade levels had experienced problems working with children from minority groups. In response to the problem, they had taken a course, seminar, or workshop designed to help them relate to those children. However, only 60% of grade 4-5 teachers as opposed to 71% of K-3 teachers responded in the affirmative when asked if the course helped them in day to day teaching. Because of this finding, the decision was made to limit analysis of part III of the instrument to teachers of K-3. Additional analyses of these data are available upon request.

Fifty-seven percent of 1st grade teachers with less than ten years experience felt that they encountered problems working with children from minority groups. No 1st grade teacher with more than ten years answered this question in the affirmative. About twice as many females as male teachers answered this question in the affirmative. Thirty-eight percent of white as opposed to 13% of black respondents answered this question in the affirmative. From inspection of the data it seems apparent that as many respondents with a M.A. degree as respondents with a B.A.

degree reported having problems. Forty-two percent of the white respondents teaching less than ten years reported having problems. Forty-three percent of whites with M.A. degrees as opposed to 17% of blacks with M.A. degrees reported having problems. It is also interesting that 34% of white vs. 11% of black with B.A. degrees reported having problems.

The 17 respondents who answered question 1 in the affirmative were asked to report the most important problems they encountered. Three categories of problems were reported. See Table 15 for those categories.

TABLE 15: PROBLEMS BY FREQUENCY AND BY PERCENTAGES OF RESPONSE

PROBLEMS	FREQUENCIES	PERCENTAGES
Undesirable attitudes toward schooling	3	17.6
Perceived attributes of students a) discipline b) language c) slow learners, don't pay attention d) learning problems	10	58.8
Human interaction	3	23.5

From Table 15 it can be seen that almost 60% of the problems reported by teachers were associated with teacher perceived attributes of children.

In an effort to elicit probable causes, respondents were asked why they thought they were having these problems. Reasons reported by respondents can be seen in Table 16.

TABLE 16: PROBABLE CAUSES BY FREQUENCY AND PERCENTAGE

PROBABLE CAUSE	FREQUENCIES	PERCENTAGES
School not meeting the needs	5	31
Student home environment	7	44
Teacher attributes	4	25

As to remedies, it can be seen from Table 17 that teachers saw two powerful strategies: Parental Involvement and Teacher Training. See Table 17.

TABLE 17: STRATEGY BY FREQUENCY AND PERCENTAGE

STRATEGY	FREQUENCIES	PERCENTAGES
More parental involvement	6	43
Teacher training	6	43
Improved educational opportunity for children	2	14

The 36 respondents who did not report encountering problems were asked to explain their success. Forty-seven

percent of the persons answering this question attributed success to "teacher approach". Table 18 provides a full range of responses to this question.

TABLE 18: REASONS FOR SUCCESS BY FREQUENCY AND PERCENTAGE

REASONS FOR SUCCESS	FREQUENCIES	PERCENTAGES
Teachers' approach	17	47
Teachers' competence	3	8
Teacher training	3	8
Parental interest	1	2
Past experience	1	2
Love of profession	1	2
Equal treatment of children	4	11
No comment	6	16

It will be remembered that 36% of the respondents reported having taken a course, seminar, or workshop designed to help them to relate to children from minority groups. These 19 persons were asked to assess the strengths and weaknesses of the course. (Questions 7a and 7b on the instrument.) The responses to these questions are presented in Tables 19 and 20.

TABLE 19: COURSE STRENGTHS BY FREQUENCY AND PERCENTAGE

STRENGTH OF COURSE	FREQUENCIES	PERCENTAGES
Insight into culture	6	32
Exchange of ideas	5	26
Curriculum	3	16
Interesting	1	5
Management techniques	2	11
No weakness	2	11

TABLE 20: COURSE WEAKNESSES BY FREQUENCY AND PERCENTAGE

WEAKNESSES OF COURSE	FREQUENCIES	PERCENTAGES
Not pertinent	1	5
Didn't help solve the problems	1	5
Lack of depth	2	11
Not practical	4	21
No behavior management techniques	1	5
Class size	2	11
Slanted - only one point of view	1	5
None	5	26
Lecture	2	11

It is interesting to note that in Table 19, 58% of the respondents reported that the strength of the courses was in the area of helping them acquire insight to culture and exchange of ideas. With respect to weaknesses, it is clear from Table 20 that the practicality of these courses is paramount in teachers' minds.

The final question in Part II was designed to determine the extent to which the course was perceived as being legitimate. Sixty-eight percent of the 19 respondents who indicated they had taken such a course stated the course had helped very much or some. Additional analyses of data are available upon request.

As previously indicated, the analysis of the responses to Part III are limited to grades K-3. These questions were

based upon the results of Sub-study I and designed to elicit specifications for the program. A detailed analysis of the data associated with Part III of the instrument for all respondents are available upon request. All sixteen questions are stems that complete the statement:

If you had the opportunity to take a course, seminar, or workshop that would help you relate to children from different minority groups you would.....

STEM 1: say no because you don't like the idea of being asked. 81% of the K-3 teachers disagreed.

STEM 2: be concerned that the content of the course would not be pertinent to your situation. 35% of the K-3 respondents agreed with this statement.

STEM 3: take it gladly. 69% of the K-3 respondents agreed with this.

STEM 4: be concerned that after taking this course you would be required to work with children from minority groups. Only 8% of the respondents agreed.

STEM 5: say no, because if you like children certain things come naturally. 68.6% of the respondents disagreed with this.

STEM 6: feel that it depends on whether or not you are working with children from minority groups at the time. 72% of the K-3 respondents disagreed.

STEM 7: be concerned about the instructor's background and experience. An overwhelming 91.9% of the K-3 respondents agreed.

STEM 8: be concerned about the time this course would take and the type of credit I would receive. 78% of the respondents agreed.

STEM 9: feel this course is necessary and I would benefit from it. 74% of the K-3 respondents agreed.

STEM 10: need more information in order to make a decision. 75% of the respondents agreed.

STEM 11: feel that this course is not necessary. 94% of the K-3 respondents disagreed.

STEM 12: not object to taking this course. 64% of the K-3 teachers agreed.

STEM 13: feel that this type of course would bring down the standards of instruction. 94% of the K-3 respondents disagreed.

STEM 14: say no, because all children are basically the same. 86% of the K-3 teachers disagreed.

STEM 15: feel that this is a matter of teachers' common sense. 67% of the responding teachers disagreed.

STEM 16: feel that because of my experience and background I do not need this course. 67% of the K-3 respondents disagreed.

From these stems I conclude that:

1. Almost 70% of the K-3 respondents said they would take this course gladly.

2. Over 91% of the K-3 respondents felt they would be concerned about the instructor's background and experience.

3. Approximately 75% of the respondents felt this course was necessary and they would benefit from it.

CHAPTER V

FINDINGS

Given the results reported in the previous chapter, I find the following:

1. One-third of the respondents grades K-5 reported that they would be willing to take a course, seminar, or workshop that would help them relate to children from minority groups. An additional third of the respondents would do so under specific conditions.
2. One-third of the responding teachers of both K-3 and 4-5 grade levels reported having problems relating to children from minority groups. However, far more K-3 teachers reported that the course helped them than did the 4-5 teachers.
3. The model teacher reporting having encountered problems with children from minority groups is a teacher with less than ten years experience, female and white. Whether or not the teacher held a B.A degree or M.A. degree did not seem to make a difference.
4. The three most frequent categories of problems reported were: 1) negative attitudes toward school held by students 2) teacher perceived attributes of students 3) human interaction problems.

5. The most frequently elicited probable cause for these problems was the teacher's perception of the child's home environment.
6. Teachers' most frequent suggested remedies were parental involvement and teacher training.
7. About one-half of the teachers who did not report encountering problems attributed their success to "teacher approach."
8. Fifty-eight percent of the respondents who reported taking a course indicated that the strengths of the course lay in the area of providing insight into culture and exchanging ideas. Interestingly enough, only 11% reported valuing management techniques.
9. Approximately one-fifth of the respondents felt the course was weak because it was not practical.
10. Almost 7 out of 10 respondents, who had taken such a course, indicated that the course had been helpful.
11. Three beliefs typically held about teachers were rejected. Ninety-two percent of the K-3 teachers did not agree that such a course was unnecessary. Ninety-four percent of the K-3 respondents rejected the notion that such a course would bring down the standards of instruction. And 86% of the responding K-3 teachers did not share the belief that all children are basically alike.

CHAPTER VI

CONCLUSIONS

The findings stated in the previous chapter lead me to conclude the following:

1. Two-thirds of the respondent teachers view a course, seminar or workshop that would help them relate to children from minority groups as needed and would attend such a course under certain conditions. In designing such a course, particular attention must be paid to meeting those conditions. Some of those conditions were time, money, credit, an experienced instructor, and an emphasis on education as opposed to training.
2. The population in need of such a course consists in the main, of white, female teachers with less than ten years experience.
3. There appears to be a need for a course which is designed to broaden perspectives and reduce ethnocentrism among the identified population. In addition, it would appear that such a course would also help teachers in the identified population explicate their program or approaches and concomitantly create conditions that support the implementation of these approaches.

4. It would appear that teacher training programs that focus on management techniques are not perceived by responding teachers as being that helpful in working with children from minority groups.
5. Given these data, the program should at a minimum have the following features:
   a. It should be largely geared towards the needs of white female teachers with less than 10 years experience.
   b. It should be education rather than training oriented.
   c. It should be multi-faceted, including modeling of behavior, readings, observation, feedback, counseling and discussion.
   d. The ratio of teachers to instructor should be no greater than 4:1.
   e. It should be able to meet the individual needs of the teachers.
   f. One criteria for participation should be that the program is voluntary.
6. Satisfactory outcomes will include measurable improvements:
   a. Mean standardize tests scores of students assigned to participating vs. non-participating teachers.

b. Measurable change in attitudes towards children previously perceived as low status.

c. Other institutional data such as overall student deportment, student and teacher absentism, placement of students, and student tardiness.

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APPENDIX

QUESTIONNAIRE

Directions: Please follow the directions for each part of this questionnaire. If you have any questions concerning the directions, please contact the person in your school who handed you this questionnaire. When you have completed all three parts, put it in the envelope provided and return it to the person who gave it to you. Thank you very much for your cooperation.

PART I

Directions: Part I is a simple fill in.

1. What grade level do you teach? _____

2. How many years have you been teaching? _____

3. What is your Race or Ethnic group? _____

4. What is your gender? _____

5. What is your highest degree awarded? _____

PART II

Directions: Part II of this questionnaire asks for more information. Please follow the directions carefully. Some questions will have parts A and B. Only skip a question when told to do so. You will not answer all nine questions in this part. If you need more room for your answers use the other side of these sheets.

1. Have you ever had any problems working with children from minority groups?

   Yes _____ No _____

1 (a) If you answered no go to question 5. If you answered yes to question 1 continue to answer question 2.

2. What have been the most important problems?

3. Why do you think you are having these problems?

4. What do you think should be done?

4. (a) After you have answered question 4, go to question number 6.

5. What do you think accounts for your success?

6. Have you ever taken a course, seminar, or workshop designed to help you relate to children from a minority group?

Yes _____ No _____

6. (a) If you answered no to question number 6, go to question 9. If you answered yes, continue to question 7 (a).

7. (a) What were the strengths of this course?

7. (b) What were the weaknesses of this course?

8. To what extent has this course actually helped you in your day to day teaching?

Circle One - Very Much Some Little Very Little

PART III

Directions: In Part III every question will be answered by circling only one of the following for each response.

SA Strongly Agree

A Agree

D Disagree

SD Strongly Disagree

If you had the opportunity to take a course, seminar, or workshop that would help you relate to children from different minority groups, YOU WOULD.....

1. say no, because you don't like the idea of being asked

SA A D SD

2. be concerned that the content of the course would not be pertinent to your situation

SA A D SD

3. take it gladly

SA A D SD

4. be concerned that after taking this course you would be required to work with children from minority groups

SA A D SD

5. say no, because if you like children certain things come naturally

SA A D SD

6. feel that it depends on whether or not you are working with children from minority groups at the time

SA A D SD

7. be concerned about the instructors background and experience

SA A D SD

8. be concerned about the time this course would take, and the type of credit I would receive

SA A D SD

9. feel this course is necessary and I would benefit from it

SA A D SD

10. need more information in order to make a decision

SA A D SD

11. feel that this course is not necessary

SA A D SD

12. not obect to taking this course

SA A D SD

13. feel that this type of course would bring down the standard of instruction

SA A D SD

14. say no, because all children are basically the same

SA A D SD

15. feel that this is a matter of teacher's common sense

SA A D SD

16. feel that because of my experience and background I do not need this course

SA A D SD

THE END